



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

22706 E. Village Loop, Queen Creek, AZ 85242

Queen Creek Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Excelling

2004-05 N/A

2003-04 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### School Overview

Principal/Administrator : Mrs. Linda F. Carr

Schedule : 08:00 AM to 04:00 PM

Grades : Pre-K-5

Web Address : lcarr@qcusd.org

Phone Number : (480) 987-7420

Fax Number : (480) 987-7439

E-mail : lcarr@qcusd.org

### Mission

FBPE is a 2nd year school. Our mission is to provide all of our students with quality instruction in a safe and nurturing environment using technology to support the curriculum.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met

2004-05 N/A

2003-04 N/A

#### School Improvement Status (b)

2005-06 N/A

2004-05 N/A

2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

### School / Academic Goals

ü Students will meet or exceed the State Standards in Reading, Math and Language.

ü Instruction in the Language Arts area will focus on the development and application of improved grammar and writing skills.

ü Instruction will utilize technology as a tool to enable students to master curriculum.

ü Students' academic needs will be met via classroom instruction, extra tutoring and/or other necessary interventions.

### Enrollment

October 1, 2005 School Year Student Enrollment : 384

Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes

Number of Students Attending Under Open Enrollment in 2005-06 : 0

## Instructional Programs

- Ü Full Day Kindergarten (one section)
- Ü Special Education Pre School
- Ü ELP
- Ü ELL
- Ü Technology Based Curriculum
- Ü Standards Based Curriculum
- Ü On Site Special Education
- Ü Tutition Pre School

## Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/25/2006

## Shared Responsibilities

### School

The school welcomes our parents to participate as partners in the education of their children. Regular communication will be provided to the parents via newsletters, handbooks, the school website and flyers sent home regularly. It is our responsibility to provide a quality education on a safe orderly campus.

### Parents

FBPE parents are our partners in the education of their children. Therefore, their support and involvement are essential. Our expectations of our parents are for them to ensure that their child(ren) attend school regularly and on time with their homework completed, volunteer when they can, attend conferences and assist the school so that their child can be successful.

## Transportation Policy

FBPE is a neighborhood school. Bus transportation is provided for students living beyond a one mile radius with the school boundary. Transportation is provided for special needs students.

## School Honors

### Awards or Special Recognition Received by the School, Staff or Students

Award/Honor

Year

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	278	80010	100	97	99	469	468	447	3	3	10	11	11	18	54	58	53	31	29	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	123	38935	100	95	99	473	472	447	NA	1	9	7	11	19	64	59	55	29	29	17
Male	33	155	40974	100	99	98	466	465	448	6	5	11	15	11	18	45	56	52	33	28	19
African American	NC	NC	4201	NC	NC	99	NC	NC	430	NC	NC	17	NC	NC	23	NC	NC	51	NC	NC	9
Hispanic	20	86	34545	100	96	99	457	448	432	NA	5	14	20	20	24	65	62	53	15	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	34	177	35142	100	98	99	482	479	465	6	2	5	3	6	11	44	55	56	47	38	28
Students with Disabilities	NC	28	10161	NC	90	93	NC	438	419	NC	11	28	NC	29	28	NC	54	36	NC	7	8
Students without Disabilities	56	250	69849	100	98	100	472	471	451	2	2	7	11	9	17	55	58	56	32	31	19
Limited English Proficient Students	NC	21	14013	NC	100	97	NC	423	413	NC	14	24	NC	29	34	NC	57	39	NC	NA	3
Migrant Students	--	11	603	--	100	96	--	414	417	--	36	22	--	9	32	--	55	42	--	NA	4
Economically Disadvantaged	15	82	39029	100	95	98	458	450	432	NA	5	14	27	20	25	53	57	52	20	18	9
Non-Economically Disadvantaged	46	196	40981	100	98	100	473	476	462	4	2	6	7	7	13	54	58	54	35	33	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	278	79438	100	97	98	478	474	451	3	2	9	10	13	24	62	64	56	25	21	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	123	38775	100	95	99	491	485	457	NA	NA	7	NA	6	22	71	66	58	29	28	13
Male	33	155	40560	100	99	97	466	466	446	6	3	12	18	19	25	55	63	54	21	15	9
African American	NC	NC	4178	NC	NC	98	NC	NC	439	NC	NC	13	NC	NC	29	NC	NC	52	NC	NC	6
Hispanic	20	86	34297	100	96	98	464	457	434	NA	2	14	20	24	31	65	60	50	15	13	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	34	177	34887	100	98	98	488	483	471	6	2	4	3	8	15	59	65	63	32	25	18
Students with Disabilities	NC	28	9588	NC	90	88	NC	441	416	NC	11	30	NC	39	32	NC	36	34	NC	14	5
Students without Disabilities	56	250	69850	100	98	100	480	478	456	2	1	7	9	10	23	64	67	59	25	22	12
Limited English Proficient Students	NC	21	13856	NC	100	96	NC	424	407	NC	5	27	NC	57	43	NC	33	29	NC	5	1
Migrant Students	--	11	600	--	100	96	--	420	418	--	18	22	--	45	38	--	27	39	--	9	2
Economically Disadvantaged	15	82	38685	100	95	97	462	454	435	NA	4	14	27	24	32	53	60	50	20	12	5
Non-Economically Disadvantaged	46	196	40753	100	98	99	483	482	467	4	1	5	4	9	16	65	66	62	26	24	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	280	79971	100	98	99	460	448	423	2	1	8	23	32	41	66	62	49	10	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	28	125	38974	100	96	99	486	466	437	NA	1	5	NA	15	33	89	77	57	11	7	4
Male	33	155	40895	100	99	98	438	433	410	3	2	10	42	46	47	45	50	41	9	2	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	20	86	34481	100	96	99	447	438	410	5	3	10	25	30	46	65	64	43	5	2	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	34	179	35150	100	99	99	467	451	437	NA	1	5	24	34	35	62	60	56	15	6	5
Students with Disabilities	NC	28	10258	NC	90	94	NC	424	377	NC	4	23	NC	43	51	NC	50	25	NC	4	1
Students without Disabilities	56	252	69713	100	99	100	462	450	429	2	1	5	21	31	39	66	63	52	11	4	3
Limited English Proficient Students	NC	21	13985	NC	100	97	NC	408	382	NC	5	18	NC	57	54	NC	38	27	NC	NA	0
Migrant Students	--	11	608	--	100	97	--	385	389	--	18	16	--	45	50	--	36	33	--	NA	0
Economically Disadvantaged	15	83	38994	100	97	98	443	437	409	NA	2	10	33	36	47	67	60	41	NA	1	1
Non-Economically Disadvantaged	46	197	40977	100	99	100	465	452	437	2	1	5	20	30	34	65	63	56	13	6	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	315	80147	100	99	99	512	504	482	5	3	11	6	10	17	47	52	49	42	35	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	149	39281	100	98	99	515	500	483	NA	2	9	6	11	17	56	54	50	38	33	24
Male	45	166	40780	100	99	98	510	507	482	9	5	12	7	9	17	40	49	48	44	37	24
African American	--	NC	4249	--	NC	99	--	NC	464	--	NC	17	--	NC	22	--	NC	48	--	NC	13
Hispanic	21	84	33494	100	99	99	496	489	466	10	8	15	14	17	23	43	48	49	33	27	14
Asian/Pacific Islander	NC	11	2103	NC	100	99	NC	479	515	NC	NA	4	NC	18	8	NC	73	44	NC	9	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	54	216	36122	98	99	99	519	511	501	4	2	5	4	7	10	46	52	50	46	39	35
Students with Disabilities	NC	34	10295	NC	100	92	NC	459	443	NC	18	33	NC	29	26	NC	32	33	NC	21	8
Students without Disabilities	68	281	69852	100	99	100	519	509	488	1	2	7	6	7	16	49	54	51	44	37	26
Limited English Proficient Students	NC	23	12722	NC	100	97	NC	454	441	NC	22	27	NC	35	33	NC	35	37	NC	9	3
Migrant Students	--	11	622	--	92	97	--	467	454	--	9	19	--	36	30	--	36	43	--	18	8
Economically Disadvantaged	23	85	38371	96	96	97	497	487	465	9	8	15	4	15	23	61	53	49	26	24	13
Non-Economically Disadvantaged	54	230	41776	100	100	100	518	510	498	4	2	6	7	8	11	41	51	49	48	39	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	315	79686	100	99	98	489	487	470	4	2	11	9	15	24	77	73	57	10	10	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	32	149	39163	100	98	99	498	490	475	NA	1	9	9	12	22	75	76	60	16	11	10
Male	45	166	40438	100	99	97	482	485	465	7	3	13	9	17	25	78	70	54	7	10	7
African American	--	NC	4228	--	NC	98	--	NC	458	--	NC	15	--	NC	28	--	NC	53	--	NC	4
Hispanic	21	84	33299	100	99	98	469	470	452	10	7	17	10	19	32	81	69	47	NA	5	3
Asian/Pacific Islander	NC	11	2097	NC	100	99	NC	465	490	NC	NA	5	NC	36	13	NC	64	68	NC	NA	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	54	216	35914	98	99	98	497	495	489	2	0	5	9	12	15	74	75	67	15	13	14
Students with Disabilities	NC	34	9808	NC	100	87	NC	458	432	NC	9	35	NC	32	32	NC	56	30	NC	3	3
Students without Disabilities	68	281	69878	100	99	100	492	491	475	1	1	8	9	13	23	79	75	61	10	11	9
Limited English Proficient Students	NC	23	12594	NC	100	96	NC	441	422	NC	13	34	NC	48	45	NC	35	21	NC	4	0
Migrant Students	--	11	611	--	92	95	--	452	439	--	9	22	--	36	39	--	55	37	--	NA	2
Economically Disadvantaged	23	85	38095	96	96	97	478	471	452	9	6	17	13	22	32	74	69	48	4	2	3
Non-Economically Disadvantaged	54	230	41591	100	100	99	493	493	486	2	1	6	7	12	16	78	74	65	13	13	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	316	80372	100	99	99	516	500	475	NA	2	4	10	16	30	83	79	64	6	3	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	33	151	39452	100	99	99	522	508	488	NA	1	3	6	11	22	88	84	72	6	3	3
Male	45	165	40836	100	99	98	513	493	464	NA	2	6	13	20	37	80	74	56	7	4	1
African American	--	NC	4264	--	NC	99	--	NC	465	--	NC	5	--	NC	35	--	NC	59	--	NC	1
Hispanic	21	84	33608	100	99	99	507	483	462	NA	6	6	10	19	36	90	75	57	NA	NA	1
Asian/Pacific Islander	NC	11	2098	NC	100	99	NC	514	500	NC	NA	2	NC	NA	16	NC	100	75	NC	NA	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	55	217	36213	100	99	99	519	506	489	NA	0	2	11	15	22	80	80	72	9	5	3
Students with Disabilities	NC	33	10526	NC	97	94	NC	473	427	NC	9	15	NC	27	53	NC	55	31	NC	9	1
Students without Disabilities	69	283	69846	100	99	100	518	503	482	NA	1	3	7	14	26	88	82	69	4	3	2
Limited English Proficient Students	NC	23	12747	NC	100	97	NC	452	432	NC	13	12	NC	35	52	NC	52	36	NC	NA	0
Migrant Students	--	11	621	--	92	97	--	461	452	--	9	9	--	27	40	--	64	51	--	NA	0
Economically Disadvantaged	23	85	38521	96	96	98	507	485	461	NA	4	6	17	26	38	78	68	55	4	2	1
Non-Economically Disadvantaged	55	231	41851	100	100	100	520	506	489	NA	1	3	7	12	22	85	83	72	7	4	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	295	79306	100	100	99	528	518	504	3	6	13	12	14	20	55	54	49	29	26	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	142	38845	100	100	99	523	518	505	4	5	11	20	18	20	44	51	50	32	27	18
Male	33	153	40383	100	99	98	532	519	504	3	7	14	6	10	19	64	58	47	27	25	19
African American	NC	11	4171	NC	100	98	NC	517	485	NC	9	20	NC	9	26	NC	55	44	NC	27	10
Hispanic	10	71	32673	100	100	99	NA	495	487	NA	14	18	NA	25	25	NA	46	46	NA	14	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	40	204	36234	100	100	99	539	527	523	NA	3	6	5	10	13	63	57	52	33	30	28
Students with Disabilities	NC	35	10286	NC	97	91	NC	468	462	NC	34	41	NC	29	27	NC	29	27	NC	9	5
Students without Disabilities	50	260	69020	100	100	100	536	525	510	NA	2	9	12	12	18	54	58	52	34	28	21
Limited English Proficient Students	NC	17	10291	NC	100	96	NC	452	458	NC	41	38	NC	24	34	NC	35	26	NC	NA	2
Migrant Students	--	11	630	--	100	95	--	474	478	--	27	24	--	27	27	--	36	43	--	9	6
Economically Disadvantaged	17	77	37437	94	97	97	513	502	486	12	12	19	12	18	26	53	57	46	24	13	9
Non-Economically Disadvantaged	41	218	41869	100	100	100	534	524	521	NA	4	7	12	12	14	56	53	51	32	30	27

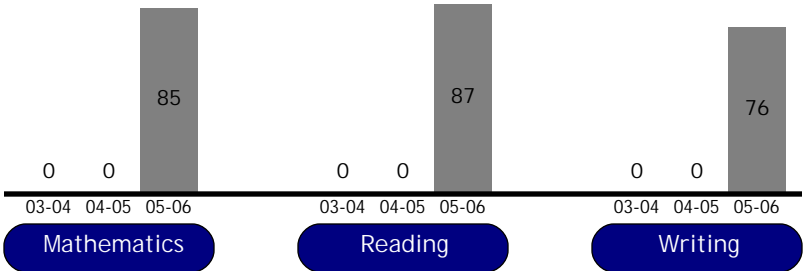
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	295	79000	100	100	98	505	503	489	2	2	10	17	19	24	66	69	58	16	9	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	142	38774	100	100	99	514	509	494	NA	1	7	20	16	22	56	71	61	24	12	10
Male	33	153	40150	100	99	98	498	497	485	3	3	12	15	22	25	73	68	55	9	7	8
African American	NC	11	4153	NC	100	98	NC	514	476	NC	NA	13	NC	NA	30	NC	91	53	NC	9	4
Hispanic	10	71	32508	100	100	98	NA	477	472	NA	7	15	NA	38	33	NA	54	49	NA	1	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	40	204	36135	100	100	98	512	511	508	NA	NA	4	15	14	14	63	74	67	23	13	15
Students with Disabilities	NC	35	9991	NC	97	88	NC	470	449	NC	11	33	NC	40	36	NC	49	29	NC	NA	2
Students without Disabilities	50	260	69009	100	100	100	508	507	495	NA	0	6	16	17	22	66	72	62	18	11	10
Limited English Proficient Students	NC	17	10199	NC	100	95	NC	438	439	NC	24	35	NC	59	47	NC	18	18	NC	NA	0
Migrant Students	--	11	629	--	100	95	--	460	457	--	9	22	--	55	41	--	36	37	--	NA	1
Economically Disadvantaged	17	77	37234	94	97	97	481	483	472	6	4	15	29	32	33	65	61	50	NA	3	3
Non-Economically Disadvantaged	41	218	41766	100	100	99	515	510	505	NA	1	5	12	15	16	66	72	65	22	12	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	57	291	79611	98	99	99	517	526	496	4	1	7	23	20	37	74	78	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	141	39016	96	100	99	549	540	511	NA	NA	4	NA	12	29	100	87	66	NA	1	1
Male	33	150	40519	100	97	98	493	513	482	6	2	10	39	28	44	55	70	46	NA	NA	0
African American	NC	11	4188	NC	100	98	NC	530	486	NC	NA	9	NC	18	40	NC	82	50	NC	NA	0
Hispanic	NC	69	32855	NC	97	99	NC	507	481	NC	3	10	NC	30	43	NC	67	47	NC	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	40	202	36380	100	100	99	521	532	511	3	0	4	23	17	30	75	82	65	NA	0	1
Students with Disabilities	NC	35	10664	NC	97	94	NC	495	440	NC	3	23	NC	43	54	NC	54	22	NC	NA	1
Students without Disabilities	49	256	68947	98	99	100	520	530	504	4	1	4	20	17	34	76	82	61	NA	0	1
Limited English Proficient Students	NC	17	10362	NC	100	97	NC	475	438	NC	6	22	NC	59	57	NC	35	21	NC	NA	NA
Migrant Students	--	11	636	--	100	96	--	494	467	--	9	14	--	27	47	--	64	38	--	NA	0
Economically Disadvantaged	16	75	37626	89	95	98	503	511	479	NA	1	10	44	32	45	56	67	45	NA	NA	0
Non-Economically Disadvantaged	41	216	41985	100	100	100	522	531	511	5	1	4	15	16	30	80	82	65	NA	0	1

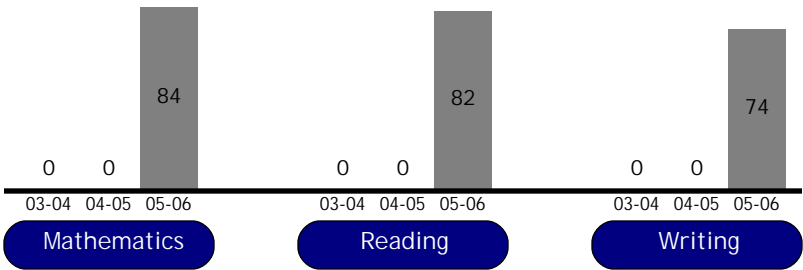
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	NA	58	--	--	57	47	98	58	61	46
	Language	--	--	57	50	--	--	62	47	98	58	68	48
	Mathematics	--	--	69	64	--	--	58	50	98	61	65	52
3	Reading	--	--	NA	55	--	--	55	44	100	59	59	46
	Language	--	--	70	61	--	--	56	44	100	61	63	46
	Mathematics	--	--	79	61	--	--	59	51	100	68	67	52
4	Reading	--	--	NA	56	--	--	60	48	100	65	63	52
	Language	--	--	63	52	--	--	61	49	100	67	61	52
	Mathematics	--	--	77	61	--	--	65	53	100	73	70	58
5	Reading	--	--	NA	55	--	--	60	50	100	73	67	56
	Language	--	--	60	49	--	--	60	50	100	78	67	54
	Mathematics	--	--	73	63	--	--	59	49	100	75	63	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



# Frances Brandon Pickett Elementary School

## School Site Council

### Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

### Council Duties

## Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	27.00
Other Professional Staff	2.50	Teacher Aide	1.00

## Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	5	0	0	0
4 to 6 years	4	1	0	0
7 to 9 years	3	2	0	0
10 or more years	6	7	0	0

## Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	0
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

## Resources Available at School Site

### Special Facilities

Ü Computer Lab	Ü Multi Purpose Room with stage
Ü Library	

### Extracurricular Activities

Ü Mustang Chorale	Ü Sewing Club
Ü Student Council	Ü Home Alone Club
Ü Intermediate After School Basketball	Ü Peer Mediators
Ü Library Club	

### Social Services

Ü Counseling	Ü 4th grade Drug Free/Tobacco Prevention
Ü Parenting Classes for Pre School Speech	
Ü Health Aide/Nurse	
Ü Maricopa STARS for 5th grade	

ü Excelling School

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	NA	95	94	95
Promotion Rate <sup>5</sup>	92	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

FBPE provides a safe and orderly climate on its campus. Students and staff participate in monthly emergency drills. Character Counts with its six pillars is integrated into our daily curriculum. We focus on positive discipline where students are recognized for good behavior. The fire marshall visits our school annually and provides opportunities for students to learn about safety, via the Risk Watch Program.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy	Edd Hennerlly	(480) 987-5982
Community Resources	Maria Silva	(480) 987-5991
School Nutrition Programs	Sue Marrufo	(480) 987-5935
Parent Organization	Amy Moore and Jean Hunsaker	(480) 987-7420
Student Health/Nurse	Cindy Nelson	(480) 987-7420

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.